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ABSTRACT

This booklet presents a plan for improving Oklahoma's K-12 education. Section 1, "Getting Serious about Standards for Both Students and Teachers," includes: developing high quality student standards linked to high quality teacher standards; establishing state professional standards boards; professionally accrediting all schools of education; closing inadequate schools of education; licensing teachers based on demonstrated performance; and using National Board standards. Section 2, "Reinvent Teacher Preparation and Professional Development," discusses: organizing professional education and development around student and teacher standards; instituting extended teacher preparation programs; creating and funding mentoring programs for beginning teachers; and creating stable, high quality sources of professional development. Section 3, "Overhaul Teacher Recruitment and Put Qualified Teachers in Every Classroom," discusses: helping financially disadvantaged districts pay for qualified teachers; aggressively recruiting high need teachers; redesigning district hiring; and eliminating barriers to mobility. Section 4, "Encourage and Reward Knowledge and Skills," discusses: developing a career continuum linked to assessments and compensation that rewards competencies; removing incompetent teachers via peer systems; and setting goals/enacting incentives for National Board certification. Section 5, "Create Schools that are Organized for Student and Teacher Success," discusses: flattening hierarchies and reallocating resources; providing venture capital in the form of challenge grants; and selecting, preparing, and retaining appropriate principals. (SM)

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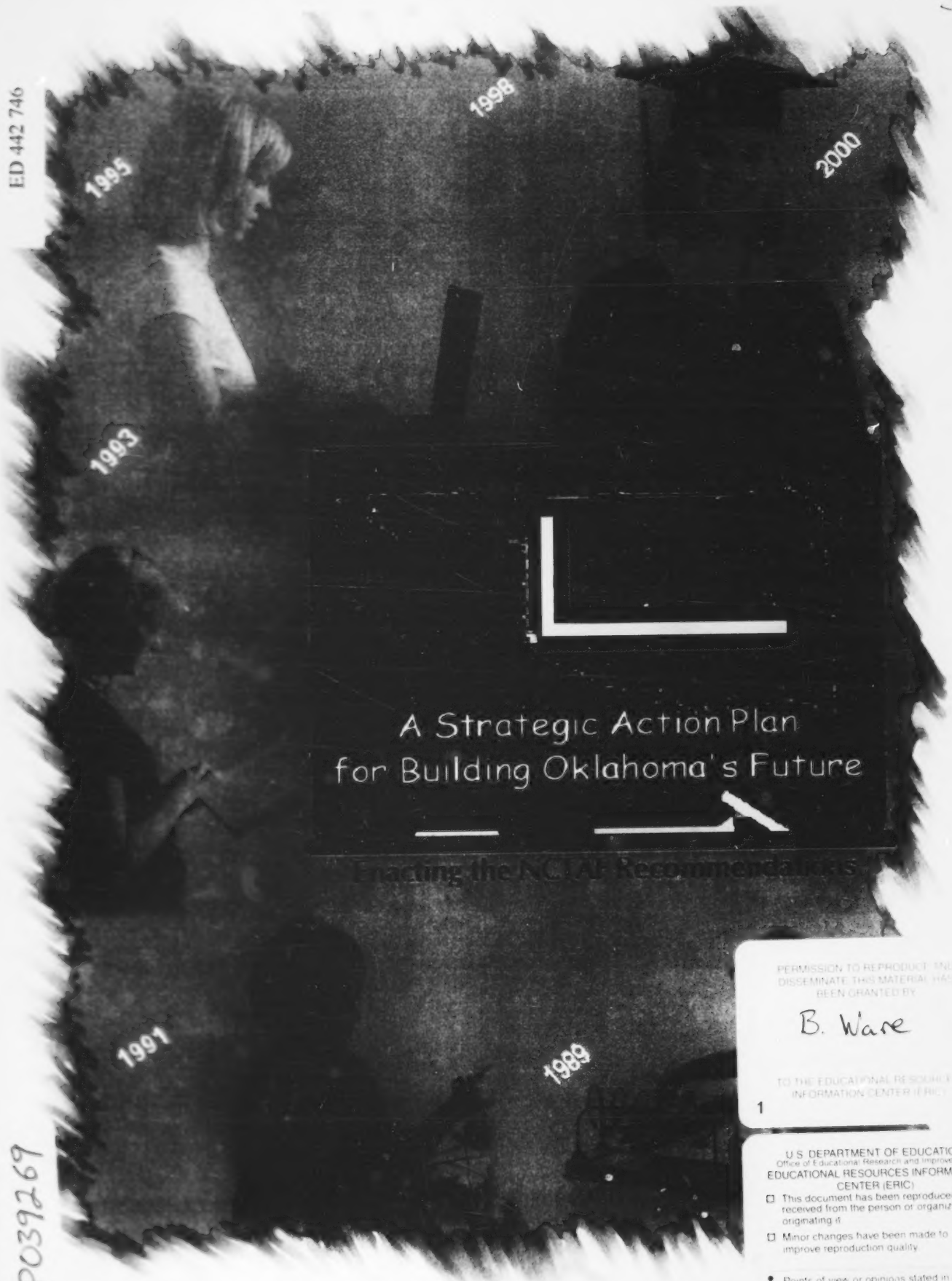

A Strategic Action Plan for Building Oklahoma's Future

Enacting the NCLAF Recommendations

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A Strategic Action Plan for Building

Oklahoma's Future

September 1999

compiled by the

Oklahoma Policy Group

of the

National Commission

on

Teaching and America's Future

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Oklahoma At A Glance

Oklahoma Populatio

Students by Ethnic C
Native Ameri
Hispanic 4%
Caucasian 59

Students by Parenta
College Degr
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Number of school c
Number of school s
Number of classroo
Pupils per Instructo
Average teacher sa
Number of school a
Average administra

National Commission for Teaching and America's Future

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n: 3,299,150

Student Average Membership: 618,358.08

Group:
ican 15%
9%

Black 11%
Asian -1%

l Education Attainment:
ree 23%
e 22%

High School Diploma 30%
Less than High School Diploma 25%

districts: 543
sites: 1823
om teachers: 43,347.679
or: 14.3
alary: $30,369
administrators: 3,036
tor's salary. $48,109

Total expenditures K-12 education: $2,496,625,900
Per Pupil Expenditure: $4,192 (ranked 48th)
High School Graduation rate: 72.9%
Household income (average): $19,574
Percent of population below poverty level: 25%
Per student valuation of property: $21,438
Unemployment rate (1997): 4.1%
Number of teacher education program: 20

I. Get Serious about Standards, for Both Students and Teac

The Indicators:	The Status:
1. Develop high-quality standards for students linked to high-quality teaching standards. What is known about student performance? Are state or local assessments linked to standards in core subject areas? How do students perform on NAEP compared to other achievement tests or like-kind performance assessments?	• 1999 Priority Academic Student Skills curriculum (PASS), originally established in 1993, has been revised to clarify and provide more specific content guidelines. It has been benchmarked against the following: national content standards NAEP framework Other state standards Recognized standards compendiums (McREL/ASCD) • Levels of performance have been established in writing, but.
	• 1997 – (HB 2017) Reading Sufficiency Act requires district plans in multiple, on-going assessment in reading. Students in need of remediation are provided reading assessment plans.

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The Gap:	The Action:
• PASS curriculum standards need to be widely distributed and implemented by teachers. • Revisions to PASS curriculum need to be tested.	A. Conduct a comparative analysis to establish Oklahoma's position in relation to national and other state standards. Ensure that standards drive the assessment, not vice versa. B. Provide professional development on PASS implementation.
• Performance levels in reading and mathematics need to be established	C. Create Standards for reading and mathematics.
• Statewide testing does not require students to be tested in academic subject areas every year from grades 2-11 although many districts do monitor and test students beyond the state requirement.	D. Establish a student assessment system that is comprehensive and tied to standards. It should have these characteristics: • Results should be shared by teachers across grade

	Students must score satisfactorily to receive their driver's license. • 1994 – Students tested for "Satisfactory" performance in core subject areas using CRTs in grades 5,8, and 11 with schools being required to offer remediation to students scoring less than "Satisfactory." • Appropriate process to identify and assist low performing and high challenge schools. • ACT's Educational Planning and Assessment System (EPAS) – -69% voluntary school district participation (public) -97% of all OK students receive EPAS material -81% and 77% of all students (public and private) tested in grades 8 and 10 respectively.	•

	levels. • Results should be used to improve curriculum • Results should guide professional development • Use multiple, ongoing assessment and involving more than paper & pencil tests (i.e. checklists, projects, performances and other forms of authentic assessment. • SDE propose criteria to legislature by November 1, 1999.
Test data are not reported by gender, ethnicity, and socioeconomic levels, or other groups needed by educators, policy makers, etc.	E. Conduct annual assessment to establish trend data. One proposal: • K-3 Reading & Math assessment (developmentally appropriate) Contingent upon funding, to be field tested in the 1999-2000 school year. • 4-8 Language Arts, Math, Social Studies, Science • 9-12 Standardized tests, End of course. End-of-instruction tests in English and U.S. History are to be implemented in the 2000-2001 school year. End-of-instruction tests in Biology and Algebra are to be implemented in the 2001-2002 school year.

2. Establish professional standard boards in every state. How is the teaching profession governed in the state? Is there a professional standards board? Who selects its members? How is it composed? Does it have adequate authority and funding to accomplish its work effectively? What is the scope of the board's decision-making authority regarding teacher education accreditation, licensing, and professional development?	• 1995 (HB 1549) – Independent standards boards, Oklahoma Commission for Teacher Preparation (OCTP) was established.

• No statewide database exists.	Test results would be reported by gender, ethnicity, socioeconomic levels, or other groupings as needed. F. Establish a computerized, state-wide student record keeping system to facilitate the integration of student records in attendance, course taking, program participation, and assessment, regardless of mobility.

3. Insist on professional accreditation for all schools of education. How does the state approve teacher education programs? Does the state require NCATE accreditation? Does it have an NCATE partnership? If so, what does it provide? How many schools are NCATE-accredited? How does the state review and approve schools that are not NCATE-accredited? How rigorous are the standards and review process?	• 1992 – State Regents conducted external review of public teacher education programs and continues to monitor programs. • 1995 - HB 1549 revised teacher education accreditation standards to reflect national and state goals for improving teacher performance. NCATE, INTASC, and national learned societies are the basis for minimum standards. All schools of education accredited by OCTP use NCATE standards.
4. Close inadequate schools of education. How are standards enforced for teacher education? Who has authority? What is the process?	• 1995 (HB 1549) - All teacher education programs must meet new performance-based accreditation standards (NCATE standards minimum criteria) or lose state accreditation. State Regents have authority to close state teacher education programs.
5. License teachers based on	

demonstrated performance, including tests on subject matter, teaching knowledge, and teaching skill. Has the state adopted standards for performance-based licensing? Are these aligned with INTASC standards? Are assessments being used or developed/piloted based on these standards? What are the education requirements for a teaching license? What are the requirements for subject-matter knowledge? Is a degree required in the field to be taught? What are the requirements for pedagogical knowledge? How is this evaluated? What are the clinical requirements for student teaching? What must teachers demonstrate? What licensing examinations are currently in place? What are the cut-off scores? Who determines? How?	• 1995 (HB 1549) - Rigorous new assessment for new teachers consisting of general education, professional education and subject areas will be implemented September, 1999 • State Regents established degree requirement of a major or equivalent in a subject for a secondary major and 12 credit hours in English, mathematics, social studies, and science for early childhood, elementary, and special education majors. • OCTP Implemented a candidate portfolio requirement as a component of program accreditation. • Administrator assessment and over ½ of all initial assessment is performance-based with the goal of all subject areas having performance components.
6. Use National Board standards as the	

benchmark for accomplished teaching. Is there an advanced license for accomplished teaching? How is it acquired? Is it pegged to standards of accomplished practice? Is there a continuum of related standards for teacher development from teacher education through licensing, relicensing or advanced certification, and professional development? Is National Board Certification accepted for the advanced license, for re-certification, or for licensing upon entry from out of state? Do state and local teacher evaluation processes reflect NBPTS standards?	• 1997 – Legislation established the Education Leadership Oklahoma (ELO) as a challenge to and support for Oklahoma teachers to complete National Board Certification. Expenses paid and $5,000 yearly stipend for successful candidates. 100 in 1997, 299 in 1998, and 400 in 1999 and beyond. • 1995 – State Board of Education established policy to grant certification for those who hold national certification coming from out of state.

• Do not have NBPTS certified teacher at each building site. • National Board standards are not used in teacher evaluation or professional development.	See Section IV

II. Reinvent Teacher Preparation and Professional Develo

The Indicators:	The Status:	T
1. Organize teacher education and professional development around standards for students and teachers.		
Are student standards and/or teaching standards (e.g., NCATE, INTASC, NBPTS) used as a basis for design, approval, or investments in teacher education? In professional development programs?	• New teacher education accreditation standards are based on national standards.	
What are the state's goals and strategies for supporting teachers' professional development? • What is the process for planning professional development? • Who is involved? • What vehicles are used?	• HB 1017 (1990) School Improvement Plans linked to professional development. • New North Central Association accreditation process ties professional development to student assessment. Schools identify weaknesses in student learning and develop a plan of action that includes provisions for professional development.	•

pment

The Gap:	**The Action:**
Professional development that is directly linked to professional standards of learned societies is not prevalent throughout the state.	A. Share student assessment data with broader spectrum of groups *(see Area I)*. B. Recommend that professional development be tied to results from professional standards of learned societies that address student learning. C. Review existing procedures & be more definitive on what is eligible for professional development credit & how local plans are designed and presented.

2. Institute extended teacher preparation programs that provide a yearlong internship in a professional development school. What are the characteristics of current teacher preparation programs? How many are 4-year programs? 5-year or 5th-year programs? How many programs are developing professional development school partnerships? Is teacher education adequately funded?	• The University of Oklahoma has an extended program that includes graduate-level work. • All state teacher preparation programs have increased field experience requirements for candidates prior to student teaching. • Modified forms of PDS exist at a few universities. • Public higher education institutions in Oklahoma received 68 percent of the average funding of their peer institutions.
3. Create and fund mentoring programs for beginning teachers that provide support and incorporate evaluation of teaching skills.	

	D. Encourage higher education/ public school partnerships on district professional development committees.
• Professional development schools (PDS) not fully implemented. • Credit hour caps limit program flexibility • Oklahoma public higher education is under-funded. • Lack of research assessing the effectiveness and quality of these field experiences	A. Examine NCATE's definition and standards for professional development school standards and establish funding for pilot PDSs. B. Prepare administrators and all interested parties in PDS concept and uses. C. Funding for public higher education should equal or exceed average of contiguous states.

Does a statewide mentoring program exist? Mentors trained, compensated, offered released time? Mentors and new teachers matched by field? Assessment and support offered? Using what standards? What kinds of supports are available to new teachers? Supervision, clinical support, seminars or courses from university and/or districts? Reduced or graduated teaching responsibility? What is the process for evaluation during the induction year? Is it linked to professional teaching standards? How do new teachers, mentors, principals, and university faculty view the induction system?	• 1980 (HB 1706) - Oklahoma's entry-year teacher assistance program (now called residency-year) established a committee including a mentor teacher, administrator, higher education faculty to support, guide and recommend. • 1995 – Funds to begin mentor teacher training allocated.	•
4. Create stable high-quality sources of professional development. • **Allocate at least 1% of state and local education funding for professional development and provide matching funds to districts (up to 3% of total expenditures).** •		

Funding not yet available to provide training and support for <u>all</u> residency-year mentor committee members. Training not required. Mentor teacher stipend does not reflect responsibility. No evaluation of residency-year process.	A. Consider establishing Professional Development Institute (PDI) mentor training as a requirement to serve on residency-year committee. B. Continue to explore funding increases for residency-year committee. C. Evaluate how residency-year process helps teachers make transition to classroom. D. Adequately fund mentoring process (increased stipends, release time, etc.).

How does the state currently fund professional development? How consistent are the sources of funding? How much does the state spend? What does this buy? Does funding and access vary across districts? Are there incentives for districts to invest in professional development?	• 1980 – State Board of Education established rules and regulations governing professional development -- 75 clock hours every 5 years. • Significant increases in funding for professional development 1995-99.
• **Provide support for new sources of professional development such as teacher academies, school-university partnerships, professional development schools, and teacher networks**.	
Are there standards or state guidelines for the use of professional development funds? Are professional development standards keyed to student (e.g., NCTM) and/or teacher (e.g., NBPTS) standards? Are professional development standards linked to re-certification policies? • What vehicles for professional development funds are currently available to teachers? Do teachers have access at no or low cost?	• 1995 - HB 1549 established Professional Development Institutes that require hands-on experiences and (45) clock hours. These include reading literacy, integrated math/science, mentoring, & technology. • Regional centers offer professional development workshops. UCO offers academies for teachers, principals, and policy makers.

• Lack of systemic examination of the 75-clock hours model.	A. Assess model of using clock hours to define professional development.
• Funding not at 1% level nor is there sufficient funding to insure that professional development provides adequate time, support, and resources to enable teachers to master new context and pedagogy and to integrate these into supervised practice.	B. Increase funding to meet 1% level; ensure that professional development opportunities include provisions for adequate time, etc.
• New partnerships among OCTP - SDE - Higher Education - Vo-tech - Professional Development Centers have not yet been initiated. • Work with Southwest Educational Developmental Lab (SEDL) is inconsistent.	A. Initiate partnerships among all constituent groups to maximize professional development offerings and efforts. B. Develop Teacher Forums. C. Develop professional development schools with relationship among higher education & common education (see above).

• **Embed professional development as part of teachers' daily work. Aim for at least 10 hours per week plus 10 days per year in professional development time for teachers and administrators.** Are there incentives or funds for schools to provide school time for individual, team, and school-wide professional development? To what extent do schools/districts provide means for teachers to work and learn together regularly? To what extent do professional development policies and practices reduce the isolation of teachers? Focus on high-quality teaching of subject matter? Focus on helping teachers meet special student needs? Link opportunities to meaningful content and change efforts? Engage staff from all role groups together? Encourage choices that reflect the knowledge base on teaching and program effectiveness? Focus on student work and teaching performance?	• State Board of Education deregulation provides districts with opportunities to restructure the school day. • Professional Development Institute structure allows teachers to try strategies in class and then return for follow up.

- All teachers do not have opportunity to experience professional development as part of weekly work.
- Current mindset still regards professional development as an event rather than a process tied to student learning.
- Greater focus on teachers rather than administrators.
- Empower teachers to provide input to discretionary staff development funds.

A. Extend school calendar to allow teachers to do professional development 10 hours per week plus 10 days per year with appropriate compensation.

B. Use current 5 professional development days more effectively; add 5 days.

C. Educate instructional leaders on importance and process, etc. of professional development and what is professional development.

Is there a required process for planning professional development? At what level? Who is involved? How are priorities set? Who reviews? Is there any link between school plans and individual plans? Are there provisions for increasing time to meet special needs (poor performance, high mobility, new curricula)?		

III. Overhaul Teacher Recruitment and Put Qualified Teach

The Indicators:	The Status:
1. Increase the ability of financially disadvantaged districts to pay for qualified teachers and insist that school districts hire only qualified teachers. (6. Address supply and demand.)	
What is the status of teacher supply and demand in the state? Are there districts with persistent shortfalls in applicants? What are local hiring practices in these places?	• Current school formula provides equity for state's 543 school districts; adequacy not addressed. • Expenditures per pupil are 48th in the nation.
What is the range of spending and salary differentials for districts across the state? Are there equalization strategies or other supports in place to ensure that all districts have the resources to hire qualified teachers? How do teaching salaries compare to those of benchmark occupations (e.g., engineering, accounting, civil service)?	• A recent State Regents' S/D study found that a sufficient teaching force is trained in Oklahoma with shortages by discipline and geographic areas. • Oklahoma average yearly salary $30,606 which is 45th in the nation. • Average teacher salary does not meet regional average ($33,260) or national average ($39,385).
What tools does the state use to enforce the hiring of	

ers in Every Classroom

The Gap:	The Action:
• Oklahoma foundation program does not provide an adequate base level at per pupil revenues that is competitive with Oklahoma/national job market in general. • Supplemental appropriations processes create inequities across districts.	A. Meet or exceed the median per pupil expenditure of the 6 regional states (TX, MO, NM, CO, AR, KS) and maintain this position. B. Increase funding equitably; investigate spreading any tax increases over both public & corporate sources. C. Study teachers' salaries in regards to retention in the state and in the field (include longitudinal study in alternative certification areas).

qualified teachers? Are there incentives such as salary reimbursements for hiring licensed teachers? Are there sanctions against districts that ignore licensing requirements?	
2. Aggressively recruit high-need teachers and provide incentives for teaching in shortage areas. What programs are in place to recruit prospective teachers into the field of teaching? How effective are they? Are there scholarships or forgivable loans linked to several years of teaching in shortage fields or hard-to-staff locations? Are there programs to encourage middle and high school students to consider teaching as a career? How is the state working with schools and colleges to expand pools of high-need teachers? (e.g., teachers of color, teachers in shortage fields) Do districts or the state provide incentives (e.g., stipends or pay incentives) for teachers to get licensed in additional subject areas and/or shortage areas? Are there state or district incentives to assign	• State currently funds additional 5% for special education teachers. • Districts have the freedom to include special considerations. • The Minority Teacher Recruitment Center works with schools and higher education to offer Teacher Cadet programs in high schools and Pro Team Programs in middle schools. The Center also provides grants with IHE's to provide campus-based teacher recruitment programs. • Future Teachers scholarship program for teacher candidates in shortage areas.

- Despite 5% supplement, shortages still exist in special education.
- High demand subject fields or low-supply geographic areas still lack appropriate, quality personnel.
- Scholarship program is under-funded.

A. Consider scholarships, loan forgiveness, or tax credit policies to recruit teachers for high need subjects and locations, as determined by SDE (Must teach in identified areas 5 yrs.; areas of need reviewed 5 yrs. by SDE).

B. Scholarships to encourage teachers to add certification in high need subjects through advanced degrees.

C. Pay for continuing education in shortage areas.

D. Investigate "early intervention/ encouragement" to interest Jr. High & Sr. High students in high-need areas: i.e. EPAS, SREB, HS majors, workshops, etc.

expert, experienced teachers to high-need schools and students?	
3. Develop high quality pathways to teaching for a wide range of recruits, including mid-career changers, paraprofessionals, and military retirees. What is the range of program models in the state? Which of them meet quality standards? • Candidates meet same standards of knowledge and skill as other entrants • Candidates have adequate subject matter grounding for the fields they will teach (equivalent major in the field) • Candidates have adequate knowledge of learning, child development, curriculum, and pedagogy • Candidates have well-supervised clinical training (at least 12-15 weeks of student teaching or internship prior to teaching) Have universities created high-quality routes into teaching at post-baccalaureate level?	• Alternative certification system available to place candidates in secondary and vocational-technical positions that include demonstration of subject-area and teaching competency. • Alternative candidates must have a major in a field of study that corresponds to an area of Oklahoma certification; they must take a teaching methods course. • Each teacher preparation program has program plans for post-baccalaureate candidates seeking certification.

• Review training for alternative candidates.	A. Fund competency review panel. B. Expanded training and opportunities for paraprofessionals (associate degree programs).

Are there supported pathways for paraprofessionals to complete their education and gain full certification? How many served?	
4. **Redesign and streamline district hiring.** Is there a data system for assessing the supply of and demand for new teachers? How are recruitment efforts connected to information about teacher supply and demand? Is the state supporting teacher recruitment through outreach? Job bank? Help line? Are there means at the state and local level to facilitate the hiring of well-qualified teachers through electric databases? Competitive early hiring? Cooperative partnerships with colleges and universities?	• State Regents work on web site to facilitate job searches and listings.
5. Eliminate barriers to teacher mobility. What supports or impediments to teacher mobility exist? Does the state have reciprocal interstate licensing	• Forty-four states have signed reciprocity agreements with

• Development of a statewide electronic database is not yet complete. • Districts do not have appropriate financial data to make hiring decisions in the Spring.	A. Adequately fund State Regents' Teacher Job Connection program of 1) district vacancies and 2) qualified teacher candidates. B. Investigate methods used in other states to obtain funding information "early" to allow hiring decisions in timely fashion. C. Encourage school districts to hire earlier.
• State does not currently accept years of experience and allow transfer of retirement funds.	A. Investigate streamlining OK acceptance process to facilitate transfer of experienced teachers involved in state to state transfer. B. Investigate policies to accept years of experience and to allow transfer of retirement funds (look at a national transfer policy).

agreements? Can teachers maintain pension benefits if they move among districts or from another state? Can incoming veterans receive full salary credit for education and experience?	the state maintaining control of assessment and statutory requirements.

IV. Encourage And Reward Knowledge And Skill

The Indicators:	The Status:
1. Develop a career continuum linked to assessments and compensation systems that reward knowledge and skills. Do any districts or the state link compensation to teachers' demonstrated knowledge and skill, e.g.: Licensing in more than one subject area? Successful completion of INTASC assessments? Advanced or NBPTS certification? To what extent are professional development incentives and compensation linked to the development of accomplished teaching? Is re-licensing required? How do requirements shape professional development choices? Are teachers encouraged to engage in performance assessment activities (e.g., INTASC, NBPTS) as participants or assessors? To what extent are	• Oklahoma currently ranks 45th in average teacher salary. • All districts have salary schedules that reward teachers for longevity and degrees. • 39 teachers earning NBPTS certification received $5,000.

The Gap:	The Action:
• Funding to compensate competitively (with other states) teachers based on demonstrated knowledge and skill is inadequate. • Funding to support <u>all</u> teachers who are interested in seeking national certification is not available.	A. Secure adequate funding to compensate teachers. B. Establish incentives in the form of scholarships, loan forgiveness, tax credit policies or other non-salary methods for shortage areas. (see Area III) C. Fund extensions or other compensation (monetary, reduced load, etc.) of yearly & daily contracts of "Lead" or "Master" teachers D. Set up statewide criteria for recognition of teaching skill between existing salary & National Board certification. Monetarily reward those reaching the criteria.

teacher evaluation and criteria for promotion linked to evidence of teaching knowledge and skill? What kinds of professional roles can teachers and administrators fill while remaining in teaching? Peer coaching and mentoring? Curriculum assessment and development? Teacher education? School leadership?	
2. Remove incompetent teachers through peer assistance and review programs that provide necessary support and due process.	
What policies shape teacher evaluation? What is the nature of evaluation and accountability standards? Who evaluates? Are they qualified? Is there adequate preparation? Are there links to professional development? Are there effective means for identifying, assisting, and if necessary dismissing incompetent or harmful teachers? What supports are provided for struggling teachers (peer coaching,	• Pilot peer assistance and review programs are being discussed and developed. • Oklahoma State law has expanded the reasons for non-renewal or termination to include instructional ineffectiveness. • 1985 (HB 1466) - Education Improvement Act states each board of education shall maintain an evaluation system (subject to negotiation).

• Education stakeholders are not allowed to determine the best process for ensuring that there is a quality teacher in every classroom. • Teacher evaluation instruments and procedures are not aligned with other components of Oklahoma educational reform efforts.	A. Establish peer assistance and release time for peer review. B. Investigate ways to modify process for reviewing probationary teachers. C. Revise and create evaluation instruments and processes to reflect use of standards and possession of competencies. D. Improve teacher evaluation process.

intensive assistance, other)? What accountability process follows if improvement does not occur? Does it work?	• All evaluators are trained in "Minimum Criteria for Effective Teaching; based on 1980's model.
3. Set goals and enact incentives for National Board Certification in every district. What incentives exist for achieving National Board Certification at the state and local levels? Links to licensing? Support for professional development? Financial rewards and/or bonuses? (Fee support? Adjustments in compensation?) Is certification considered for promotion or new roles? (Lead teacher, mentor, principal, teacher educator, etc.) Has the state set goals for Board Certification? How many teachers are Board certified? Are there plans for incorporating NBPTS standards into professional standards and assessments?	• ELO program provides state support for candidates' applications and incentives for successful candidates. Local districts can provide additional incentives and support either on their own or through collective bargaining.

• With 39 nationally certified candidates, Oklahoma falls short of the NCTAF recommendation of a minimum of one nationally certified teacher in each school (1,824 sites).	A. Initiate discussion regarding NBPTS. B. Offer any teacher who wants the opportunity the chance to achieve National Board certification. C. Include geographic preference criteria for NBPTS candidates, meeting the objective of one certified teacher in each building.

V. Create Schools that are Organized for Student and Teac

The Indicators:	The Status:
1. Flatten hierarchies and reallocate resources to invest more in teachers and technology and less in non-teaching personnel. How are resources allocated to schools and within schools? What share of total resources goes to instruction? What is the allocation of staff by type and function? What investments in technology have been made? Are there supports and incentives for schools to rethink time, staffing, and uses of technology so that teachers have more time to work with one another and work with students for more extended periods of time? Are there supports for parents to become involved with their children's schools?	• Some districts have implemented the site-based decision making process for hiring decisions and allocation of resources. • Disproportionate number of teaching staff to non-teaching staff when compared to national standards. • Oklahoma has 543 school districts.

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The Gap:	The Action:
• Far too little resources are spent in the classroom.	A. Offer incentives for district consolidation. B. Eliminate inconsistencies in non-formula resource allocation. C. Initiate statewide student data system and marketing plan for parent/public awareness. D. Create methods to inform the public that systematic reforms take time, perhaps as long as ten years. E. Establish continuous review incentives for student improvement and achievement. F. Establish school improvement incentives to school or instructional teams. G. Expand the cost accounting system in order to provide interested publics a more

2. Provide venture capital in the form of challenge grants that will promote learning linked to school improvement and will reward effective team efforts. Are there state or local incentives for schools to identify and work on areas of improvement? How do these support individual and organizational learning?	• A few grants are available through partnerships with businesses.	•
3. Select, prepare, and retain principals who understand teaching and learning and who can lead high-performing schools. How are principals prepared and selected? Is preparation keyed to professional standards? Do preparation and licensing	• SDE requires training in criteria for effective teaching and administrative performance. As well as training for 1st year superintendents. The SDE sponsors Great Expectation training for principals.	•

	comprehensive and comparative database for understanding expenditures.
Funding is limited to specific districts and limited in amount resulting in no significant impact. Funding often based on free & reduced lunch/poverty level figures. Middle class districts have fewer opportunities. Rural schools limited in business partnerships.	A. Investigate joint ventures with businesses to bring in added monies. B. Establish stable money resources. C. Establish grant assistance cooperatives to help rural schools.
Adequate funding to ensure that administrators receive sustained professional development to assist them in leading high performance schools is not available. New principals need a mentoring program. Salary inequities	A. Require training for principals that include opportunities for mentoring and peer

include knowledge of teaching and learning, and of how to lead collaborative learning organizations? Is licensing for principals performance-based? Are principals recruited from the ranks of highly skilled teachers? Does school organization allow for principals to teach at least part-time? How are principals supported in ongoing professional development and problem solving with other principals? How are principals evaluated and rewarded?	• CCOSSA provides early assistance to new and beginning administrators such as the New Principal Training Workshop and Aspiring Superintendents Workshop. • OCTP has developed new performance-based assessment for new principals. • Principals Leadership Academy offered to experienced administrators.

• Compression (salary schedule)	assistance. B. Expand principal preparation as educational leaders C. Establish salaries that are comparable with national standards and that reflect levels of responsibility.

Responsible Party:

I.

1. A. _____

   B. _____

   C. _____

   D. _____

   E. _____

   F. _____

II.

1. A. _____

   B. _____

   C. _____

2. A. _____

   C. _____

   D. _____

3. A. _____

   B. _____

   C. _____

3. D. _____

4. A. _____

B. _____

4b. A. _____

B. _____

4c. A. _____

B. _____

C. _____

4d. A. _____

B. _____

C. _____

III.

1. A. _____

B. _____

C. _____

2. A. _____

B. _____

C. _____

E. _____

3. A. _____

4. A. _____

B. _____

C. _____

5. A. _____

B. _____

IV.

1. A. _____

B. _____

C. _____

D. _____

2. A. _____

B. _____

C. _____

D. _____

3. A. _____

B. _____

C. _____

V.

1. A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

2. A. _____

B. _____

C. _____

3. A. _____

B. _____

C. _____